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ABSTRACT

This manual describes the Job Seekers' Workshop and its component activities. It is intended as a guide to workshop leaders and discusses technical considerations such as materials, equipment, and recruitment of clients. The introduction states that the workshop is designed to improve job-seeking skills, especially behavior in a job interview, and has as its ultimate goal the increased employment of drug treatment clients. Three studies, two with methadone maintenance clients and one with former heroin addicts on probation or parole, which suggest the effectiveness of the workshop, are briefly reviewed. The philosophy of the workshop is explained and the need to build the client's self-confidence is stressed. A section on preparation for the workshop covers the topics of: (1) facilities, equipment, and materials; (2) videotape equipment; (3) location of the workshop; (4) recruitment of workshop participants; (5) criteria for screening and selection of participants; (6) size of the workshop; (7) adapting the workshop to one person; (8) preparing the clinic staff; and (9) selecting workshop staff. A section on workshop components presents the workshop activities for the eight workshop components ("Introduction and Purpose," "Initial Videotape Experience," "Initial Job Interview," "Job Applications," "Later Job Interviews," "Developing Job Leads," "Final Interviews," and "Closing Summary"). An estimated time allotment, comments to the leader, and suggested remarks are given for each component. Suggestions for follow-up are made. Relevant materials and forms are appended. (NB)

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Job Seekers' Workshop

Leader's Manual for a Vocational Rehabilitation Strategy

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PREFACE

The contribution of vocational rehabilitation to the full and effective integration of drug abuse clients into the community has long been recognized. Consequently, strategies for vocational rehabilitation which have been tested and found effective with drug abuse clients can make important contributions to drug abuse programming. The Job Seekers' Workshop is one such major contribution. The approach described in this manual has been tested in several treatment settings and found to enhance the ability of treatment programs to prepare clients for work in the community. It is hoped that this manual, and the methodology it describes, will enable program administrators to augment existing vocational rehabilitation efforts to provide still greater support and assistance to clients.

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LEADER'S MANUAL: JOB SEEKERS' WORKSHOP

INTRODUCTION

This manual describes the JOB SEEKERS' WORKSHOP and its component activities. It serves as a guide to workshop leaders, and discusses technical considerations such as materials, equipment, and recruitment of clients.

The workshop is designed to improve job-seeking skills, especially behavior in a job interview. The ultimate goal is to increase employment of drug treatment clients by making them better able to handle the tasks of independent job seeking. The material in the manual was developed from our experience in three studies, two with methadone maintenance clients and one with former heroin addicts on probation or parole.

In the initial pilot study, 49 methadone maintenance clients seeking jobs or job training were randomly assigned either to the workshop or to a standard treatment control group. In a "blind" comparison, workshop participants were rated significantly more favorably on interview skills and on completed application forms. They were also more likely to be successful in finding employment; when followed up after three months, 50 percent of the workshop participants were employed as compared to 14 percent of controls. Attrition rates were low--of the 23 subjects assigned to the experimental condition, 4, or 17 percent, dropped out of the workshop. This was not statistically different from the number of control subjects who failed to complete the study (3 out of 26, or 11 percent, did not participate in the final interview).

A second study was a replication of the first except that heroin abusers on parole or probation were the subjects. Only those seeking employment, as opposed to training, were included.

Fifty-five subjects, recruited from probation or parole departments in the San Francisco Bay Area, were randomly assigned either to the workshop or to a control group which received only an informational presentation on jobs and job resources. The demographic, job, and educational history characteristics of experimental subjects, control subjects, and the entire sample are shown in table 1.

Participation in the experimental condition resulted in a significant increase in employment. Overall, 24 (86 percent) of the 28 experimental subjects available for followup over the three-month period found either full or parttime paid employment,

TABLE 1

Characteristics of Criminal Justice Sample

		Experimental (n=30)	Control (n=25)	Entire Sample (n=55)
Age	Mean	34.41	33.24	33.87
Number of jobs, past five years	Mean	1.28	1.67	1.46
Months since last job	Mean	27.44	30.22	28.65
Months worked past five years	Mean	12.21	15.58	13.74
Highest S.E.S. job, past five years	Mean	3.79	3.62	3.72
Sex	Male	24	23	47
	Female	6	2	8
Educational level; High School diploma/GED	Yes	18	10	28
	No	12	15	27
Criminal Justice Status	Parole	15	18	33
	Probation	7	5	12
	Both	4	5	9

as compared to 13 (54 percent) of the available control subjects. Cumulative percentage of subjects employed, by weeks, for each treatment condition is shown in figure 1.

These differences were also reflected in behavior during simulated assessment interviews, where subjects were rated on a 17-item scale by one of two vocational rehabilitation specialists, both of whom were "blind" to the subjects' experimental condition. Experimental subjects were rated more favorably than controls, and the differences were marginally significant.

In a third study, 60 San Francisco Bay Area methadone maintenance clients who were seeking jobs were randomly assigned to the workshop or to the control/informational presentation. Demographic information and job and educational history for experimental subjects, control subjects, and the entire sample are shown in table 2.

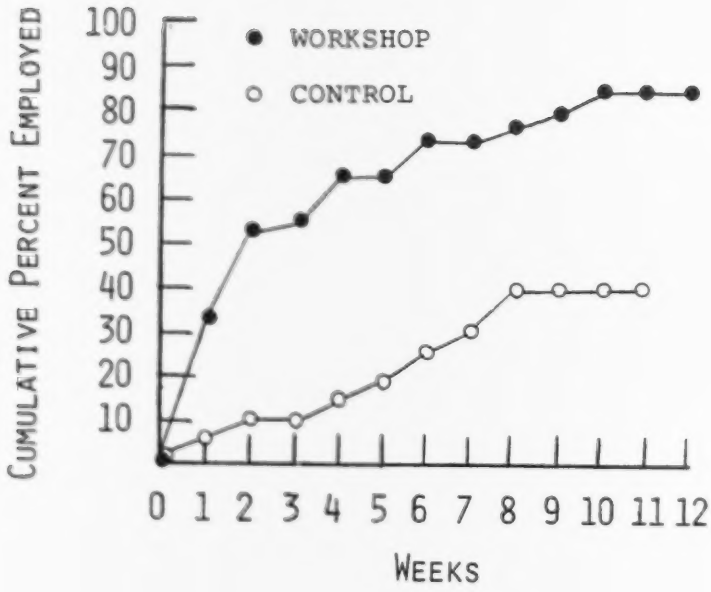
Workshop subjects again exceeded controls in rate of employment--54 percent of the workshop subjects found employment as compared to 30 percent of the controls--although differences are not as striking as they were in either our initial study or in the criminal justice sample.

Cumulative percent of subjects in experimental and control conditions finding employment by week is shown in figure 2. In this sample, past job history was found to be a very strong predictor of whether an individual obtained employment. If a subject had not been employed in the past five years, he or she had virtually no chance of becoming employed, regardless of condition. However, if a subject had held one or more jobs in the past five years, the number of jobs, length of employment, or time since last job were not reliable predictors of employment prospects.

The workshop subjects again were found to be superior to the controls in interview behavior, and the differences were statistically significant. In this study, interviewers were four personnel department supervisors, plus two vocational rehabilitation counselors, all "blind" to treatment condition.

From these data, we conclude that the JOB SEEKERS' WORKSHOP is an effective procedure for increasing employment in some ex-heroin abusers, whether they are drawn directly from treatment (methadone maintenance), or referred from the criminal justice system.

FIGURE 1



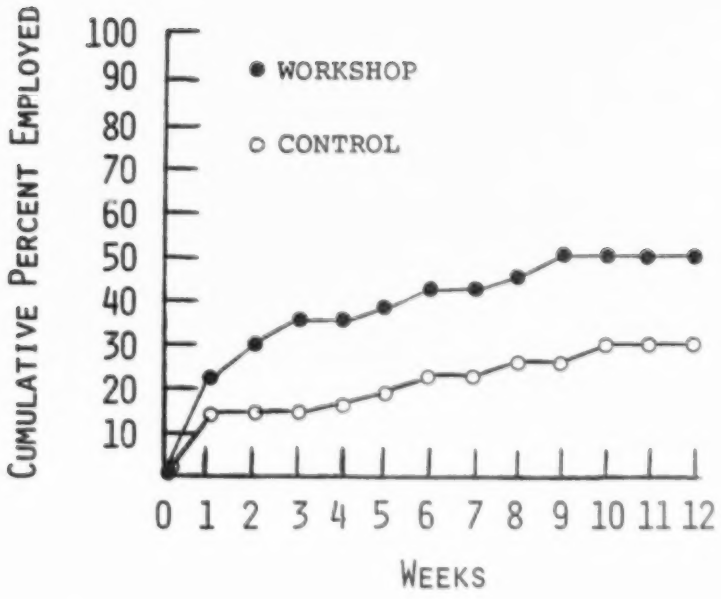
Criminal Justice Sample: Cumulative Percent of Subjects Finding Employment by Experimental and Control Condition.

TABLE 2

Characteristics of Second Methadone Maintenance Sample

		Experimental (n=30)	Control (n=30)	Entire Sample (n=60)
Age	Mean	30.14	30.83	30.52
Number of jobs, past five years	Mean	1.43	.96	1.37
Months since last job	Mean	33.12	40.76	36.94
Months worked past five years	Mean	10.71	8.00	9.25
Highest S.E.S. job, past five years	Mean	3.74	3.03	3.36
Sex	Male	16	19	35
	Female	14	11	25
Educational level; High School diploma/GED	Yes	14	19	33
	No	16	11	27
Criminal Justice Status	Parole	5	3	8
	Probation	9	8	17
	Neither	16	19	35

FIGURE 2



Methadone Maintenance Sample: Cumulative **Percent of Subjects** Finding Employment by **Experimental** and Control Condition.

PHILOSOPHY

The JOB SEEKERS' WORKSHOP is simply designed to increase job-seeking skills. The leader does not try to motivate anyone to get a job and does not sell the work ethic. Many of the clients are not convinced that they really want a job. Often they are not sure whether they want to work, whether they can work, and whether they are willing to pay the price necessary to get a job and keep it. And they are certainly not sure about the workshop and the leader. Many of them have experienced other options, such as welfare or illegal activities, and are not convinced that the working world is a better deal.

In general, these clients resist anything more than minimal structure, and attempts to coerce them to do anything they do not want to do meet with failure. In our experience, clients arrived or left meetings whenever they pleased and moved around the room, attending or not attending as they chose while the meetings were going on. After a few initial attempts to control this, we learned that accepting this behavior generally insured that the clients would be there for the next session and that our willingness to be content with minimal structure was an important factor in gaining their trust and keeping the attrition rate low.

We made it clear from the beginning that the workshop was not therapy, that we were not interested in changing them into "straight" people, and that we were not trying to convince anyone to get a job or do anything they did not want to do. Rather, our goal was to provide them with skill training to increase the probability that they would get the job or training that they might choose to seek. Our position was that, assuming one is qualified, getting a job is a function of one's performance in the job application/interview process. Therefore, making a positive impression is the most important set of skills that can be learned.

The clients' distaste for anything resembling therapy was brought home to us in our first workshop when we began by arranging chairs in a circle. The first few arrivals either lingered in the hallway or found chairs outside the circle near the wall. When we tried to start the meeting by asking everyone to have a seat, there was a lot of movement and muttering. No one sat down until someone said, "This isn't group therapy, is it? I had enough of that in Bruno (prison)." Not until the chairs were scattered and we assured clients that they could sit anywhere they pleased, were we really able to get started. While a relaxed, laissez-faire approach was necessary in order to allow the clients to become engaged in the task without alienating them from the beginning, structure developed as the clients' trust was established and they realized that they were not being lectured or told what to do.

Our experience with methadone maintenance clients indicated that they often lack basic interactional skills, and therefore do not coalesce easily as a group. However, in a more structured program such as a therapeutic community, where the clients are already involved in a group atmosphere and are committed to a structure or task, the workshop can be as tightly organized as the clients will allow. The important point is not to alienate or exclude clients simply because they are not trusting, are not yet committed to involvement in the workshop, or because they lack abilities for participating effectively or satisfyingly in groups.

In general, we refrained from moralizing or taking a position for or against the "street" value system. We tried to make clear our position that the clients chose to be there and therefore were free to go and to seek a job or not seek a job as they saw fit. We avoided presenting ideas as something they ought to do, but rather that we were available to assist them if they wanted to learn and that their decision to work or not to work was their own to make.

In light of this approach, events did not proceed in an orderly and highly structured fashion. In fact, often the focus was on one person, and the others present were reading the paper, getting coffee, leaving or arriving, counting change, fixing makeup, etc. However, they were generally quiet and attentive and were able to contribute when they chose to. There were frequent group discussions, but just as frequently people waited their turn while someone got individual attention. The atmosphere was made highly informal. Attempts at structure and rules were vetoed simply by lack of response.

Early in the workshop an important theme began to emerge for most of the participants. Because part of their identity (street life, addict friends, encounters with the police, jail time) was so apparent to them, there was a tendency for them to assume that it was equally apparent to "normal" people. Several clients expressed the idea that they knew an "ex-hype" instantly, that they could even smell one. They tended to feel extremely guilty about their drug history, lacked confidence, and were convinced that they would be "found out" in a job interview. Typically, in applying for a job their approach was to be completely open and honest so that they would not be caught concealing "loaded" information. "Being honest" was defined as revealing all the negative information that might affect the interviewer's decision to hire.

This theme of total candor typically gave rise to rationalizations about their inability to get a job, such as "I can't get a job because of my jail time...because I'm on methadone...because I haven't had a job before...because I was fired from all the jobs I've had for using dope." This line of thinking often produced further complaints about prejudices against blacks, addicts,

ex-cons, etc., and tended to generate hard luck tales of life on the streets, culminating in a general atmosphere of hopelessness. The workshop leaders acknowledged the reality of much of these complaints, but countered with three main points:

1. An employer is not interested in a victim but rather in someone who presents himself in a positive, motivated way.

2. The workshop cannot change one's background or wider social conditions but can teach some skills to help counteract such disadvantages.

3. A prospective employer is not likely to be able to identify an applicant as an ex-addict and decisions about hiring are based primarily on a positive presentation of oneself.

This last point is both the most central and most difficult issue we dealt with in the workshop. Our experience with methadone maintenance clients has made it clear that most of them have low self-esteem vis-a-vis the working world, although they may be confident in their abilities and status as street people. In fact, in much of the initial conversation in the workshop, the clients establish that they are streetwise to the other clients. Thus, a variety of "dope tales" are exchanged along with the appropriate slang, references to busts and jail time, etc.

In the view of these clients, asking them to give a positive representation of themselves to a job interviewer is equivalent to asking them to lie. Since they view themselves in a negative light in relation to the perceived values of the working world, it is usually difficult for them to think of any qualities they have that would be desirable to a prospective employer. They assume that they are easily and obviously detectable as "ex-hypes." Therefore, they believe that virtually the only options in dealing with a straight person are either to fabricate totally or reveal all negative information and hope for the best. They have little or no expectation of being able to impress an interviewer favorably by presenting themselves in a positive light. Therefore, building self-confidence and helping them to develop a positive presentation of themselves are the basic tasks of the workshop.

PREPARATION FOR THE WORKSHOP

1. FACILITIES, EQUIPMENT, AND MATERIALS

It is important to plan carefully and well in advance for the various facilities, equipment, and materials that are necessary to support the operation of a workshop. In broad outline, this includes the following: videotape equipment; a suitable conference room in which to hold the workshop; appropriate furnishings for the room; preworkshop materials for orientation of clinic staff and for recruitment and selection of clients for the workshop; and various supplies and materials that are used in conducting the workshop.

A suggested list of these facilities, equipment, and materials is provided in table 3. The videotape equipment is described in subsection 2 below. The requirements for the room, furnishings, and workshop layout are discussed in subsection 3. The various preworkshop materials are described in subsections 4 and 5, and illustrated in the appendices. Certain of the materials that are used in conducting the workshop (such as job application blanks) are discussed in the following section (Workshop Components) and illustrated in the appendices.

2. VIDEOTAPE EQUIPMENT

Modern videotape equipment is very easy to operate even with no previous experience. Instruction booklets are provided with the equipment and can also be ordered from the manufacturer. Instructions from an experienced user or salesperson are also helpful, but a few minutes of practice is usually sufficient to provide a working knowledge of the videotape system.

The three basic components of the videotape system are a camera (with tripod), a cassette recorder/player, and a monitor. With modern equipment any television set can be used as the monitor, and no special modifications are required. The microphone is either built into the camera or is included with the recorder/player. If the microphone is separate from the camera, it should not be placed on the interview table because even slight noises such as paper shuffling or finger thumping will produce loud, distracting sounds on the replay. Good quality videotape equipment can operate with normal room light and sound levels. Color cameras of lower quality will require additional floodlighting. Black-and-white cameras do not require as much light.

There are many makes and models of video systems currently on the market. A complete color videotape system can be purchased for approximately $2,500. A black-and-white system is less expensive, as is used equipment. Components can also be rented, but the rental cost is high, so that purchase is advisable if the equipment will be used more than a few days. Purchasing the

TABLE 3

Suggested Facilities, Equipment, and Materials
for Conducting a Workshop

1. Videotape equipment

   a. Camera with tripod
   b. Videocassette recorder
   c. TV monitor
   d. Videotape cassettes

2. Conference room

3. Furnishings

   a. Tables (3)
   b. Chairs (6)
   c. Telephones (2)
   d. Electrical extension cord
   e. Electrical outlet adapters (2 prong to 3 prong)

4. Preworkshop materials

   a. Information sheets for clinic staff (10) (Appendix A)
   b. Client recruitment materials (Appendix B)
      Posters (5)
      Leaflets (150)
      Handouts (150)
   c. Client history questionnaires (30) (Appendix C)
   d. Client consent forms (30) (Appendix D)

5. Workshop materials

   a. Job application blanks (15) (Appendix E)
   b. Resource guide for employment and related services (Appendix F)
   c. Want ads, Sunday, most recent
   d. Telephone books, local (5)
   e. Ball point pens, red (5)
   f. Pencils (1 box)
   g. Sign: "Do Not Disturb--Workshop in Progress"
   h. Daily log sheets (5)

equipment is also likely to be a good investment since it can be used for a variety of applications in any treatment program.

Security is an important concern in providing proper care and maintenance for videotape equipment. Like most electronic equipment, its high value and relatively small size makes videotape equipment extremely susceptible to theft. (During one of the research workshops the videotape equipment was stolen from the locked trunk of a car left unattended for several minutes in front of a clinic.) Insurance coverage is the best protection against this problem. Periodic inspection and maintenance can be obtained through the service department where the equipment was purchased. This should preclude untimely breakdowns during the workshop. Tape head cleaning and demagnetizing kits can be purchased from the videotape store and will keep the equipment operating at peak efficiency. It is a good idea to keep an extra set of electric cords, cables, and connectors with your equipment. These items tend to wear out with repeated use.

3. LOCATION OF THE WORKSHOP

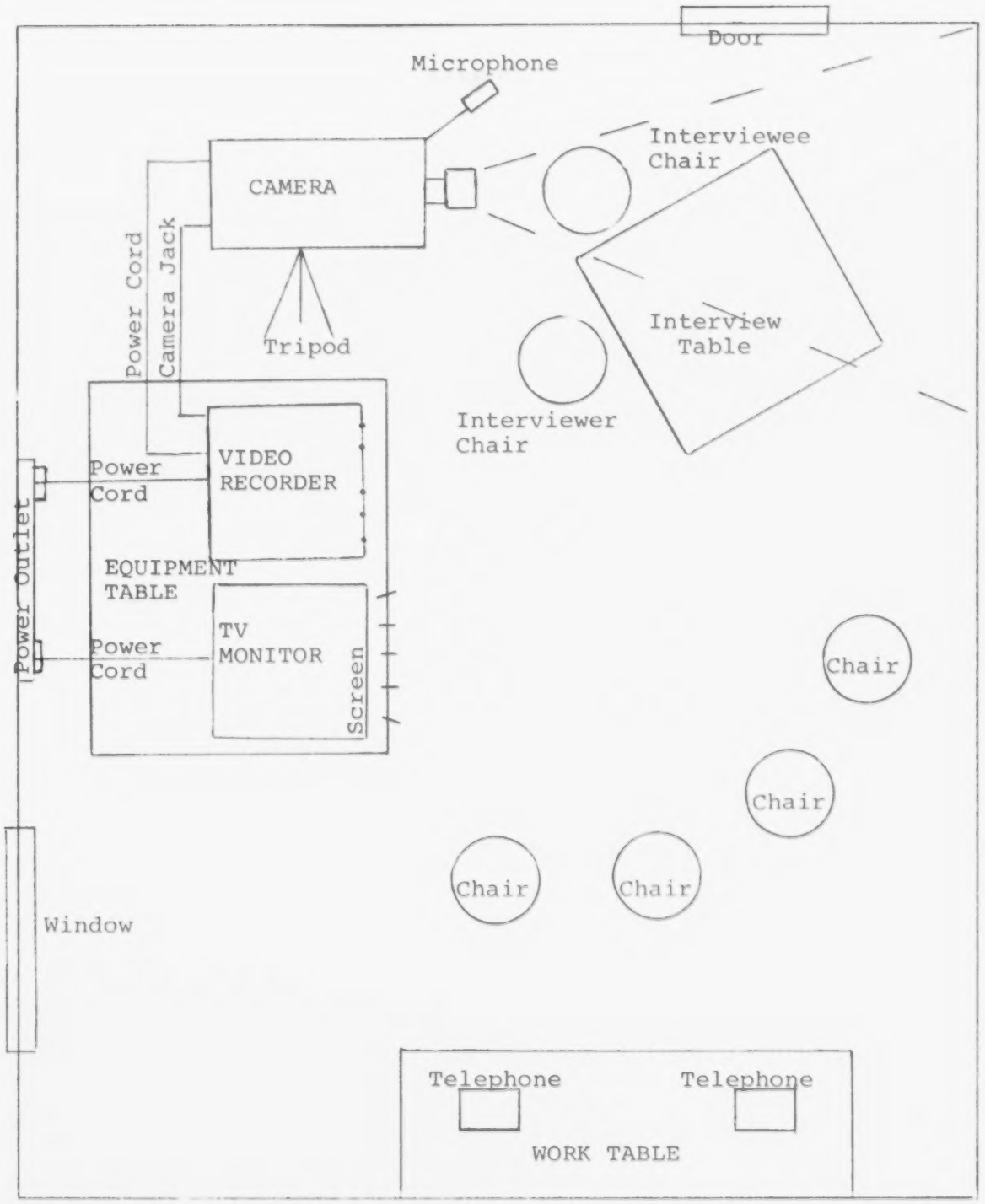
In finding a suitable location for the workshop, several factors should be considered. It is best if the workshop room is located in a quiet and relatively untraveled portion of the building. Too many interruptions during the videotape sessions can destroy the effectiveness of these interviews. If the room has only one door there is less chance for unwanted intrusions. The room should be fairly large in order to provide sufficient space for the various tables, chairs, and videotape equipment. Noises from outside traffic should be minimal or the automatic pickup on the microphone will average the sounds so that it will be difficult to hear the voices. If possible, any harsh light, such as sunlight from a window, should originate from behind the camera; if not, the T.V. picture will be washed out. It may be necessary to provide shades for the windows in order to control the light. The room should have at least one 120 volt AC electrical outlet. It should be located in a convenient place for the videotape equipment or else an electrical extension cord will be required. Since the electrical plug in most videotape equipment has a third prong for grounding the equipment, the electrical outlet should be compatible with the three-prong plug, or an adapter must be provided. It is also convenient if one or more telephones are located in the workshop room. (See figure 3 for physical layout of the workshop.)

4. RECRUITMENT OF WORKSHOP PARTICIPANTS

The most suitable participants for the JOB SEEKERS' WORKSHOP are those who are motivated to find work (although, as discussed above, this motivation may be mixed with considerable hesitancy). It is, therefore, desirable that participation be on a voluntary basis. For this reason, adequate recruitment of participants

FIGURE 3

Layout of Workshop



depends, to a large extent, on effective publicity and dissemination of information about the workshop.

The procedure we follow is to begin by scheduling a staff meeting for all counselors, case workers, nurses and other staff members who routinely have direct contact with prospective participants. The purpose and administration of the workshop is explained, and an information sheet about the workshop (see appendix A) is passed out for future reference. The workshop is described to clinic staff members as a way to make their jobs easier and more satisfying. We explain that it can increase the chances that clients will find suitable employment, thereby reducing the likelihood that they will revert to drug use or other illegal behavior and/or return to prison.

In general, our experience has been that, barring internal political problems in the clinics, staff members are supportive of improved vocational services to clients. They and their clients both perceive job help as extremely important. Furthermore, the workshop is offered as an additional service to meet this need while requiring little additional time or effort on the part of the clinic staff beyond simply referring appropriate clients to the workshop and suggesting that they contact the workshop staff to see what they have to offer.

Staff members are asked to review their caseloads and provide the workshop team with a list of names of suitable participants for the workshop (see the following section for criteria for selection and screening of participants). Generally, we find it helpful to set up meetings with clients as a part of their routine appointments with their counselors or case workers. At these meetings we discuss the potential benefits of the workshop, namely, that participants will be able to sharpen their interviewing skills, that this will be helped by seeing themselves in a videotape replay, and that they will also practice filling out job applications in a manner that will increase their chances of being granted a verbal interview. As additional incentive, it is pointed out that free lunch will be provided during the workshop (this also helps to keep the workshop participants from wandering off).

To increase awareness of the workshop, posters advertising it are placed in the various clinics two to three weeks before the workshop. These posters are changed every four or five days to increase their impact. Since our posters compete with numerous notices, signs, and pictures already on the walls and bulletin boards, we use bright colors, eye-catching designs, and catch slogans (such as "Star in Your Own T.V. Show") to increase their visual appeal. In addition to the posters, one-page leaflets are placed on a table with a sign saying, "Take One," and during the last week of the recruiting phase, a handout with a brief message is given to everyone who passes by. Examples of these various kinds of recruitment materials are shown in appendix B.

Finally, one to two days before the start of the workshop, a written reminder is given to each individual who signs up, indicating the time and place of the first meeting. This is reinforced by a verbal reminder on the day of the workshop.

Despite these precautions, nearly half of those signed up may be expected to drop out before the workshop starts (although the attrition rate is generally low once the workshop actually gets under way). Consequently, we learned that we need to recruit twice as many participants as we plan to include.

5. CRITERIA FOR SCREENING AND SELECTION OF PARTICIPANTS

The JOB SEEKERS' WORKSHOP is designed primarily to meet the needs of those individuals who are (1) jobless at the time of the workshop, (2) essentially free from severe psychological and emotional problems, (3) functionally literate (for the purpose of the workshop this means the individual should be able to comprehend and fill out a job application requiring reading ability at about the fourth or fifth grade level), and (4) free of foreseeable logistics conflicts, such as incarceration or hospitalization which would prevent the workshop participant from searching for and securing work. In addition to these requirements, the individual should clearly state that he or she wants to find work.

The workshop leaders should meet personally with each prospective participant prior to the workshop in order to screen clients for these requirements and eliminate individuals who are obviously unsuitable. At this screening meeting the individual is asked to fill out a history questionnaire (see appendix C). The care with which this is done may provide a rough gauge of the person's motivation, though motivation may be difficult to determine since many potential participants suffer from low self-esteem and have little confidence in their job related abilities. They may make comments which are negative and seem to reflect low motivation, when in reality they may sincerely desire employment but feel overwhelmed by the prospect of securing a job. In general, therefore, individuals should be considered suitable in terms of motivation unless they make statements indicating that they clearly are not interested in maintaining full time employment. (An example of such a statement might be, "I don't mind working, but I wouldn't want to give up my SSI check.")

The history questionnaire (appendix C) can also be used to screen for reading ability since it requires roughly the same reading level as most job applications. In screening for psychological fitness, individuals who are taking major tranquilizers should normally be excluded, though judgment must be exercised in determining who is psychologically fit. For example, if during the interview individuals display behavior which would obviously be disruptive to the workshop, or make highly irrational

statements, it would be wise to eliminate them at this point.

Another consideration in recruitment involves coordinating the timing of a client's participation in the workshop with his or her overall treatment. Here a major issue would be the degree to which the client is motivated to work and to actively seek a job. In many cases this may be very early in treatment, when the client may be most open to change and most amenable to counseling. Other clients, however, may become interested in improving their employment situation only after other aspects of their lives have become stabilized. In short, the workshop may be appropriate at any point in treatment, but particularly at those times when the client is most open to change.

Prior to beginning the workshop, clients are asked to sign a consent form (see appendix D for example) that gives authorization for them to be videotaped and for the videotape to be used for appropriate purposes in the workshop.

6. SIZE OF THE WORKSHOP

The advantage of a group workshop as opposed to individual sessions is that the group can provide support and encouragement to the individual. Within this group setting participants discover that they are not alone in the job searching process, and that the problems they have encountered are often experienced by other workshop members, especially if comments about each individual's performance are cast in a positive light whenever possible and criticism is of a constructive nature. However, if the group is too large each person has to wait too long for a turn with the video equipment. In our experience, five participants seemed to be an optimal number.

7. ADAPTING THE WORKSHOP TO ONE PERSON

The JOB SEEKERS' WORKSHOP can, if desired, be adapted to one individual, though of course the element of group support will not be present. Once the individual has filled out a job application and done an initial videotape interview, the workshop can be tailored to emphasize activities that are most relevant to that person. The length of the workshop can probably be shortened to about two days with only one participant.

8. PREPARING THE CLINIC STAFF

The success of the JOB SEEKERS' WORKSHOP depends, to a large extent, on how well the clinic staff understand the nature of the workshop, and on the support that they provide. It should be stressed to them that the workshop is not an open meeting and that privacy is essential to its success. This means that there should be no guests, visitors, or interruptions. The staff should make this quite clear to all clients and to clinic employees.

Workshop participants should not have appointments that conflict with the workshop schedule.

Nonparticipating staff are not included in the workshops, due in part to concerns about confidentiality. Clients are assured that they are free to speak their minds and that their participation in the workshop will not affect their treatment in the clinic. Clients often are concerned that revealing the true extent of their drug use or other information, such as illegal behavior, might have an effect on staff decisions about methadone dosage, take-home privileges, etc. Information is not given to a counselor without the client's permission, although clients may be eager for their counselors to know how they are doing; counselors are usually equally interested in their clients' performance. When sanctioned by the client, this exchange of information generally strengthens the support of staff and increases their involvement and commitment to the success of the workshop. Liaison with staff can be maintained through informal contacts.

In a nonresearch setting, assuming trust of staff is high and confidentiality not a real issue, it may be appropriate for clinic staff to attend the workshop since it affords an opportunity for them to learn more about the clients they are working with and about the helping techniques in the workshop. They may also contribute helpful information--as long as they are not permitted to dominate the discussions or to undercut the efforts of the workshop leaders by expressing negative attitudes or attacking clients' gains in self-confidence. The staff should never overpower or outnumber the clients. If this occurs the workshop loses its identity as the clients' group and tends to become an opportunity for staff to apply pressure. Creating a helpful, supportive atmosphere for clients to explore their real vocational concerns honestly and openly is an essential requirement for conducting a successful workshop.

9. SELECTING WORKSHOP STAFF

The skills required of the workshop leaders are of necessity learned in building up a backlog of experience conducting interviews with a drug treatment population, discovering the common needs and themes that arise, and collecting suggestions, examples, and anecdotes.

Workshop leaders should have some demonstrated group process skills; that is, they should be comfortable working in groups and able to be nonjudgmental, positive, and supportive. In terms of specific background, potential workshop leaders should have at least a bachelor's degree in a social science or helping profession and/or some experience working with the specific clientele they will encounter in the workshop and experience in the field of vocational rehabilitation. A master's degree or additional training or wider experience could substitute for any of these requirements.

In addition, it is important that leaders become familiar with local employment, rehabilitation, education, exoffender and training programs, and agencies which assist in resolving welfare, legal, or drug problems.

WORKSHOP COMPONENTS

The workshop activities are presented here in the order that they would most naturally occur. The sequence may be altered, however, to meet the particular needs of the group as a whole or its individual members. It is important to remain open and flexible in order to respond to the special needs of the clients and take advantage of timing considerations.

The time suggested for each activity is simply an estimate for planning purposes. The actual time depends on a number of factors, including the size and composition of the group.

1. INTRODUCTION AND PURPOSE

Time Allotted: 15 Minutes

Comments to Leader

Although the workshop has been explained to individuals in the recruitment phase, it is important at the opening of the workshop to reiterate its purpose, review what to expect in the way of activities, answer questions, and discuss any concerns the clients may have.

Typically, on the first day of a workshop participants arrive at different times, some as late as the afternoon. As people arrive, the leaders repeat these introductory comments, emphasizing that we are not there to "crack heads," but to teach skills that are useful for getting a job or training. Furthermore, they point out that the process of developing these skills is not difficult and can be fun, and that the atmosphere will be relaxed, casual, and informal.

Usually as people arrive the videotape is running, which provides an opportunity to explain how and why it will be used, and to allow participants to become familiar with, and somewhat desensitized to a novel, often fascinating, and sometimes anxiety-provoking experience.

Suggested Remarks

> "The purpose of the workshop is to help you learn the skills that are useful in finding a job. We will practice job interviews and play them back on videotape so you can see for yourself how you look in a job interview and develop a 'rap' about yourself and jobs. We will also work on filling out job applications, calling employers on the phone, using want ads, and other ways of developing job leads. We will be working on problem areas and you will learn some ways to relax in an interview so you can be more confident and learn how to present yourself in the best possible way for you.

"This is not therapy and we are not interested in psychoanalyzing anybody or in putting you in the 'hot seat.' We are not trying to motivate you to work if you don't want to. We are not here to preach but to help you improve your ability to find the job you want and to sell yourself to an employer.

"Whether you get a job you apply for depends a lot on how you approach the employer and present yourself on an application and in an interview. This is what we will work on."

In response to these introductory remarks, as noted previously, clients may feel compelled to explain or rationalize why they have had bad luck in the past--e.g., prejudice, a supervisor who had it in for them, etc. There appears to be a need for participants to get previous negative experiences off their chests--what's wrong with the world and how they've been abused before. There will probably also be challenges to the leader, such as, "How do you tell them that you've done time, been on dope," etc. Real problems are recognized, but emphasis is put on starting now to learn how to handle them in a realistic situation.

While the participants' right to decide whether or not to work is stressed, it is also important to recognize that their decision may be affected by fear, lack of self-confidence, lack of knowledge about what to expect, and by just being out of the job market for a long time. The workshop is offered as a safe place to practice different ways of presenting oneself to an employer so that in the actual situation the person will be confident that s/he knows what to do and say.

In addition, the leaders can point out that having a job may have many benefits besides income, such as enhancing feelings of self-respect, helping to organize and give focus to one's life, and encouraging contact with people who are not addicts. Usually the clients themselves will express some of these ideas on their own and the leader can support, encourage, and expand on them.

2. INITIAL VIDEOTAPE EXPERIENCE
Time Allotted: 1½ Hours

Comments to Leader

When the clients have become somewhat relaxed and interested in the job-seeking process, they are asked to try a first interview. They are told that this is not to be a job interview, but rather an opportunity for them to get a first look at how they present themselves to another person. This first interview is nondirective and conversational, with neutral questions about personal interests, job history, background, and what they might like to get out of the workshop. This brief (5-10 minutes) segment is

immediately played back and comments are withheld until after the interviewee has had an opportunity to react. Usually, the client makes spontaneous observations, such as, "I didn't know my hair looked like that," "I have a funny way of talking," or "What I said there is not exactly true." Often the participants are very anxious, self-critical, apologetic, or embarrassed. The leader's input at this early stage is limited to supportive comments such as, "You look good doing that," "You are able to express yourself," "You make good eye contact," or possibly simply "It took a lot of courage to be videotaped."

Usually the interviewee has some ideas about how to improve his/her presentation, and is given an opportunity to express them before others comment. There are usually some obvious points that can be made about posture, tone of voice, not being clear about specific information, etc. If these matters are apparent to the participants, it tends to afford them the opportunity to become actively involved in the process of critiquing interview behavior, their own or others'. The leader stresses that the interviewee was doing it for the first time, and that harsh criticism is unfair and inappropriate. In this way, a confrontation atmosphere is discouraged and the group is reassured that the approach is not attack therapy.

These initial interviews give the leader some information to work with regarding individuals' job interests, background, appropriateness of career goals, and potential problem areas. This information is used by the leader as the basis for later interviews. At the same time, this discussion also offers an opportunity for the client to consider his/her interests in a job or training program.

Suggested Remarks

"I just want to ask you some questions about yourself and jobs. Relax and tell me about yourself."

Questions:

"What kinds of jobs have you had before?"

"What did you like or dislike about previous jobs?"

"What kind of work would you like to do?"

"Have you had any specific training for a job?"

"What are your hobbies or other interests?"

"What kinds of problems would you expect to have in finding a job?"

"What kinds of problems have you had before?"

"What are your strengths as a worker?"

Some clients may be very nervous and have difficulty answering such questions. The leader can give concrete suggestions of what to say, but at the same time encourage the interviewee to use his or her own words as much as possible.

Others may want to ramble and tell dope tales and hard luck stories to demonstrate their knowledge of the street and further establish their street identity and "macho" image (regardless of sex). Initially, there is usually a strong need to talk about how tough they are and how hard they have had it.

For some, the concept of past work experience may be a difficult one because they may have spent the last several years in prison. Some may not be able to present themselves even minimally as working people because their street identities are very strong and complete. The response to a question about previous job experience may be, "I rob people," or "I'm a criminal." The workshop leader may want to take this opportunity to discuss the idea that in a real job interview total disclosure of negative information is not essential and that presenting facts in their most positive light without lying is perfectly appropriate.

3. INITIAL JOB INTERVIEW
Time Allotted: 4 Hours with Lunch Break

Comments to Leader

This is the first videotaped job interview and should be as informal yet realistic as possible. The interviewee knocks, enters, introduces him/herself, and continues as if in a real job interview. This segment is then replayed without much comment from the leader or others. The interview should be saved, if possible, for replay and comparison with later interviews at the end of the workshop.

During the first replay, the interviewee is given the initial opportunity to react to what s/he sees on the tape. The leader can then support, expand, or suggest alternative ways of handling difficult areas. Other group members should also be urged to contribute.

Negative comments will be offered by the interviewee and others and the leader may want to contribute his/her own negative feedback as appropriate. Identifying weak areas and suggesting concrete alternatives may be very helpful at this time, but negative

feedback must be kept as specific as possible.

Suggested Remarks

> "Now let's try a real job interview. Decide on a job you want to apply for and I'll be the person that you see about the job. Just make conversation with me, answer my questions and present yourself as well as you can. Knock and enter just like you would in a real job interview."

There may be a need for some preliminary discussion in order to identify a job that the person might apply for. Some clients may be unable to pick a job but the leader may respond with reassurance that they are not committed to this job interest for the rest of the workshop, and encouragement to try a specific job interview.

Several issues will arise before, during, or after the interview. As noted above, because many of the clients have a negative self-image in relation to the working world, it is often difficult for them to see ways of presenting themselves positively to this world. They think of themselves as having few, if any, skills valued by the working world, and conclude that the only way to present oneself positively is to lie. Perhaps the most important and difficult concept that the leaders must communicate is that everyone in the working world tries to present him/herself in the best possible light in a job interview and that it is not a fundamentally different problem for drug treatment clients. Participants are never encouraged to lie or falsify information; rather, the emphasis is on identifying strong points or skills that would be attractive to a potential employer and avoiding discussion of negative information, just as any other job applicant would do. For many, this may seem to be the equivalent of lying because they do not think positively of themselves as job applicants. One useful technique is to have each person think of three things about himself or herself that would make a favorable impression and that he/she feels are true. This contributes to the positive presentation of the individual that is really the central focus of the workshop. Initially, some participants may not think of a single positive skill or quality, but through the mechanism of the interviews, the leaders help build these concepts. In some cases, it may be important to recognize that some of the skills they have learned on the street are also valued in the working world, such as the ability to "hustle," or to work with people. With the information about interests developed from the initial interviews, clients are generally able to find a few things they can say with conviction, such as, "I learn quickly," "I'm very punctual," "I like to take responsibility," "I like working with people." One client provided incidental information that he had been married for eight years and had one child and another on the way. When it was pointed out to him that this

seems to suggest stability, reliability, responsibility, and ability to meet commitments, he found a way in future interviews to inject into the conversation his desire to work because he had a family to care for.

Participants are dissuaded from trying to hustle or con their way into a job on the grounds that a job obtained through misrepresentation is not likely to be very stable. On the other hand, a frequent concern of workshop participants is, "What if they find out about . . . (past history, drug use, being fired, criminal convictions) after the interview?" This is countered with two points: (1) It is unlikely that this information would be discovered, as most businesses do not check very thoroughly (except for jobs where the worker must be bonded); and (2) If this information is found out and results in your not being hired, that is what would have happened anyway. Consequently, the point is emphasized that full disclosure of damaging information is not necessary as long as the applicant does not lie.

Participants are encouraged to use their natural skills for "sensing the vibes" and "scoping out the situation" so that if a potential employer knew they were in drug treatment or found it out in the course of the interview or afterwards, they could capitalize on this by presenting themselves as trying to change, pointing out recent rehabilitative efforts, and even citing participation in the workshop as evidence of their commitment to rehabilitation.

4. JOB APPLICATIONS
Time Allotted: 2 Hours

Comments to Leader

Participants are presented with very lengthy and detailed job application forms (see appendix E) which they are asked to complete. Sometimes the reaction is, "Oh, no, not those. I hate them. I can't do that." The leader might respond that we are practicing doing them here just because the job application is a distasteful but important part of the job-seeking process, and is used as a screening device to determine who gets into an interview.

Suggested Remarks

> "To get a job, you will probably have to fill out a job application. No one likes to do it, but if you can't do it well, you can't get a job. Employers use the job application to screen out people they don't want to see. It's the first impression they get of you. If you're not careful with the application they figure you probably will be careless on the job.

"Some applications are short and only ask for basic information. The ones we'll use here are long in order to include just about everything you might run into in a real job situation. But they're not hard to do if you take it one step at a time. We'll talk about each item as we go through it so you'll know exactly what is being asked for. Don't worry about mistakes now because we'll redo them later so everyone will have a good application to keep."

The importance of the various items of information on the application is emphasized in terms of their potential for creating a favorable impression on the interviewer and giving him or her material to work with in the interview. For instance, one client did not fill out a section that inquired about hobbies and interests because he had not been involved in any for several years. Upon further questioning, he mentioned that he used to hunt and fish frequently. It was suggested that by listing this information he may be giving an interviewer the opportunity to discuss these interests or related ones and thereby providing a basis for establishing rapport between them.

In order to be able to complete everything on the application, the participants are advised to have current information readily available--such as social security number, driver's license, address and phone number, references, dates and places--and to write this information down ahead of time if it is difficult to remember.

Many people may take a long time to complete the application and need help with spelling or understanding certain items. It is suggested that sometimes it is acceptable to ask for an application form to take home so one can insure that spelling and other information is correct.

Participants are instructed to answer all questions, and to write "NA" if an item is not applicable to them. This helps the person who scans the completed application to have an adequate picture of the applicant and also gives an impression of thoroughness. Clients are encouraged to list any skills they have that may possibly be relevant to the job, e.g., the ability to speak other languages or to operate office machines or other equipment such as photocopiers, power tools, or electronic equipment. Within reason, applicants are advised to give optimistic estimates of their skill levels. For example, if a form asks for "WPM" (words per minute typing), those who type are advised to give the figure they think they can do <u>with practice</u>.

Where the form asks for acceptable salary, participants are told that it may be appropriate, if possible, to discuss this item with the prospective employer in order to establish what might be a reasonable salary for the job. As a general rule, participants are advised that it is usually better to overstate than

understate their salary requirements.

Completing job applications can be viewed as a way of reviewing and organizing one's history in chronological order. It may be very difficult for some people to remember dates, names of employers and other very basic information. The application pinpoints many of the problem areas that the person will have to deal with in a real job interview.

The most difficult sections are often the parts that inquire about previous job history and criminal convictions. In the workshop this is a natural lead-in to discussions about how to present and explain gaps in work history, reasons for leaving jobs, convictions, and ways of counteracting negative information by stressing positive efforts, other training or relevant experience, and personal qualities such as punctuality, working well with others, or desire to develop a career.

If the form asks about prior convictions, rather than simply answer "yes," it is suggested that one might write, "I would like to discuss this with you in an interview." In this way, the person creates an opportunity to deal with this subject in the best way possible, providing, of course, that he/she is able to handle it well in the interview and gets the chance to do so.

It is pointed out that people have been fired from jobs because they lied on their applications, even though the information they lied about, such as a criminal record, would probably not have been held against them had they been truthful. Mention is made of a specific major company open to hiring exoffenders, but known to check all applications and to fire anyone who has lied on the application.

Most of the participants have spotty work records, often due to having been fired for drug use or to time spent in jail. No one is encouraged to develop a complicated cover story, but clients are discouraged from revealing unrequested information and are advised to use their own judgment in explaining gaps in work history and reasons for leaving previous jobs. In most situations there is an alternative, legitimate explanation.

For instance, one person had worked as a meat packer for five years and was eventually fired for absenteeism. His initial explanation of this was that he was fired because he was shooting dope and could not maintain his work performance. Upon further discussion it became apparent that there was another equally true version. He had been promised when he began the job that he would be trained as a butcher. He spent five years on the meat packing assembly line without receiving the promised training, and as a result became bored and depressed. This was the version that he was encouraged to present in an interview, one that reflected his desire to have some kind of future and emphasized that he had

worked at the same job for five years. Another aspect of his history was that he had worked only sporadically in the next few years. However, in explaining his activities during this period of time, it was possible to emphasize the fact that he had cared for his son while his (divorced) wife worked and that he was very good with children.

As the discussion of the applications proceeds, participants frequently are able to offer their own ideas for explaining past history, with suggestions such as "traveling around the world," "caring for sick mother," "caring for children," or saying that they were "self-employed" as small businessmen, tradesmen, freelancers, etc. Again, they are discouraged from lying but encouraged to present their past history in as positive a light as possible. Thus, for example, in many cases where a person had been fired it was also true that they had wanted to leave "to seek better employment" because the job was not particularly satisfying. One person who had been unemployed for two years also had occasionally refinished furniture during that time and was able to sell a few pieces or refinish some items for pay. This was described as "self-employed, furniture refinishing business."

In reviewing the application, the leader tries to offer reinforcement for good points with comments such as, "That sounds really good," "That would make a good impression on the interviewer," or "That's what they like to see." For negative points the leader may say something like, "Can you think of any other way to say that? Have you thought about how that would sound to the interviewer?" Applications are checked for neatness, spelling, and accuracy and are returned to be redone if necessary.

5. LATER JOB INTERVIEWS
Time Allotted: 4 Hours

Comments to Leader

In the next practice interview sessions the leader uses the completed applications as the basis for the interviews, which can then become increasingly realistic. When the application is first used the interviewer can help the interviewee in talking about the information on the form. In the video playback the interviewee has an opportunity to see how various statements, attitudes, and explanations come across. Later interviews can then focus on sensitive areas as the interviewee develops more confidence in his new self-presentation "rap." The interviewee can also begin to practice shifting the focus of the interview to his strong points or to areas of discussion that allow him to present material that he is more confident about.

As more and more information is gathered about a particular person's interests, skills, and weak areas, the interviews can be tailored more precisely to provide practice in important areas.

Discussions about dress, posture, eye contact and use of slang follow from this in a natural way.

Suggested Remarks

> "Now we can use your applications to do realistic interviews. You can see how the interviewer uses the application as a guide to ask questions. I'll ask you to talk about the information on your application. I might ask you to explain some problem areas."
>
> "You're applying for the job that you've indicated on the form and I represent a company that has that type of work. Don't worry about being perfect. This is just the first try, but let's be as realistic as possible. Knock and enter like you would in a real interview. Be friendly and make conversation. Make it easy for the interviewer to do his job. Ask some questions about the job. Try to get a specific commitment from me about when you can expect to hear from me about the job or when you can call back."

In response to questions about their interests, participants sometimes say, "I'll do anything, I just want a job." However, when they see the playback, they quickly perceive that this response is not likely to make a favorable impression on an interviewer, and they learn to express their specific job interests.

Another value of the workshop is that it allows clients to practice applying for different kinds of jobs and then see how they appear on video tape. In this way they can experience how it feels to be saying different things about themselves and their job interests, and can reflect on what type of job or training seems most appropriate for them.

One of the questions frequently asked by an interviewer is, "Out of all the applicants I have, why should I hire you?" The first time this question is asked in a workshop the response is usually a total blank and the clients seem to become very anxious. However, after developing their "rap" and some positive things to say, most people are able to handle this type of question with some ease and confidence.

Participants practice entering, shaking hands firmly, sitting down and getting comfortable, taking a breath or two and then presenting themselves: "I'm interested in the job I saw advertised in the paper and I'd like to know some more about it." Exits are also practiced in the same way, with a firm handshake and a clear agreement of what is to happen next. The leaders indicate ways in which interviewers shunt people out of the office and participants are able to practice recognizing this when it is happening and avoiding it. The importance of a "take charge"

attitude is stressed and clients are encouraged to make sure they got what they came for. Rather than accepting, "We'll let you know," and leaving, they respond with something like, "Can I call you?" "Can I come back on Thursday?" "When can I expect your call?" "When will you be making a decision?" or "I'm really very interested in the job and I'd like to know as soon as possible." In this way they leave the interviewer with a strong impression that they are responsible and assertive.

Participants are encouraged to influence the direction of an interview if it is not going well or they are not getting an opportunity to present themselves in their best light. They learn that they can direct the interview by saying something like, "I'm very nervous because I really want this job and there are some things that I wanted to say."

As noted above, for many clients the question of whether to lie or tell the truth about their background is a central one and some clients may want to fabricate their job history or personal information. It is pointed out that an interviewer usually can detect lying. An effective approach in the workshop is to ask the interviewee to try the interview first one way, then the other, i.e., to lie, see the playback, then do a truthful interview, and compare the two. The weakness of the fabricated interview is apparent in the comparison, and the video feedback is much more effective than the leader's advice.

In dealing with negative or difficult information, participants are instructed to try to turn this type of discussion around to give themselves an opportunity to stress positive attitudes and information. If the interviewer is dwelling on a prison record, for example, the interviewee might emphasize recent efforts at rehabilitation with remarks such as, "The past is behind me and I'm interested in making a future for myself," or, "I've been in some rehabilitation programs (name) and I'm ready to work."

In the interview practice, participants are helped to develop responses to direct questions about previous employment and criminal convictions. If a client has been fired from a previous job and there is no way of avoiding that fact, the interviewee practices giving a brief and honest explanation of what happened and stressing something positive to put the focus back in the present, such as, "That's not me now--I learned my lesson." Participants who have been fired are advised to avoid "badmouthing" a previous employer and to resist placing blame either on others or on themselves. They practice explaining the circumstances in a relaxed tone of voice. The workshop leader can learn the details of the circumstances under which the interviewee was fired and work with him/her to develop an explanation that is true but de-emphasizes the story's most negative aspects. For example, a man in one workshop had been fired because he had missed work, due in part to his use of drugs. However, the circumstances were more

involved than that. He had been working in a small machine shop and had missed some days due to an on-the-job injury. When he missed work again he was fired. Although absenteeism due to drug use was one explanation for being fired, an equally valid explanation was that he missed work due to a job-related injury and that the employer, under pressure to turn out a high volume of work, had to replace him.

In discussing their criminal records, participants are advised to reveal only their convictions (not arrests) and to avoid the use of street slang, legal terms, or other jargon. Clients are shown how to avoid loaded words or phrases such as "narcotics" or "armed robbery." Other ideas for saying the same things are tried until each person has some alternative ways to describe their experiences; e.g., "using narcotics" may become, "I had some past involvement with drugs," and "armed robbery" may become, "I stole some things."

Emphasizing the least serious conviction is another strategy. By acknowledging such a conviction, the interviewee often avoids being accused of concealing a criminal record if it later comes to light, yet also avoids "turning off" the interviewer by revealing too much. Again, when loaded material such as this is discussed, the interviewee is coached to emphasize some positive characteristics to try to put the convictions in the past and return the focus of the discussion to the present. Another suggestion is to offer the names of people who will give personal or character references, perhaps by saying something like, "That was some time ago, but I learned my lesson and I'm a different person now. I'm very interested in starting on my career. If you would like to contact Reverend Smith, I'm sure he would provide a good reference."

In the workshop it is pointed out that the interviewer is generally less interested in discovering specific offenses than in determining the individual's present attitude, and wants to learn whether the applicant can be trusted, whether s/he is open and honest and willing to explain problem areas without getting defensive. By practicing answering these difficult questions, the interviewee can develop the confidence and assurance that the interviewer is looking for. If the applicant is not bothered by having to explain past history, s/he communicates to employers that there is no reason that they should be concerned either.

Clients are encouraged to raise questions or make comments in the interview that demonstrate knowledge of the job and show interest in the employer's organization. While taking some initiative in the interview is recommended, clients are cautioned against verbal "overkill." Many of them attempt to cover up lack of knowledge or obscure the impact of sensitive information by rambling on. One way the leader can deal with this is by stopping the interviewee after he has answered the interviewer's question.

The leader may also point out that interviewers are generally in a hurry and therefore it is important for the interviewee to get to the point quickly and effectively.

6. DEVELOPING JOB LEADS
Time Allotted: 2 Hours

Comments to Leader

This component of the workshop is designed to help the client learn how to develop job leads. The emphasis of the workshop is on assisting an individual to identify a job interest and find a suitable job, rather than limiting the person to a job that is available or easily attainable. The interview practice helps in defining appropriate job interests, and the job lead portion of the workshop is directed toward learning how to discover specific job openings that relate to that interest.

Participants who turn up job leads that do not interest them are encouraged to share these with others in the workshop. The leader also points out that a great many jobs are found through information provided by friends and relatives, and therefore it is important to let them know of one's job interest and to remind them from time to time.

It is noted that a job interview, even if it does not result in a job offer, is also a potential source of job leads. The interviewer can be asked if he or she is aware of any similar or related job openings, and if so whether his/her name may be used as a referral source.

Copies of the want-ad section of a newspaper are distributed for review as a source of job leads. The Sunday edition is usually the most complete, but the daily paper is also used to find new jobs as they appear. The leader can discuss what job categories and other information may be contained in the want ads, and which jobs are likely to be found by this means. One drawback of using the ads is that, in a tight job market, the person may be competing with a large number of other applicants. However, the ads may be useful for information about what firms are hiring, the availability of certain jobs, etc. Participants are asked to circle those ads that seem appropriate and/or interesting, and also to include ads that are not quite what they had in mind. It may be necessary to help some clients look for appropriate ads if the task seems too overwhelming for them. The process of looking over the ads may also stimulate discussion about job interests or skills that had not yet come to light in the workshop.

Suggested Remarks

"These are the want-ad sections from the Sunday paper. They're usually longer than in the daily papers, and

some jobs are only advertised in this edition. The want ads give you an idea of the kinds of jobs that are open. Many of them won't apply to you, but you might find something you haven't thought of before. Many of these jobs will have lots of applicants, so you'll be competing with many people. But you might get ideas about places to look for work from checking the ads. Look for different headings to see if there are other ways of describing the work you are interested in. You also might come across a job that someone else in the workshop might want.

As we look at the ads we can talk about what they mean and what the pay is for different jobs.

The best source of job leads are friends, family, and people you meet. Be sure to let everyone know that you are looking for a job. Keep in touch with them and keep letting them know you're looking."

Another tool in developing information about jobs is the telephone. The phone book is also introduced as an important information source. The yellow pages are cited as a list of businesses that may suggest potential employers. Clients are asked to find business headings that reflect their job interests (additional ones can be suggested) and to list firm names, addresses, and phone numbers. They are then asked to make exploratory phone calls. Through such calls a client may discover that an employer has a job opening but has not done anything about it yet, and thus may turn up a job lead for which there is no competition. Even if there is no opening, the person contacted may know of other firms that are hiring or other ways to develop job leads. By calling specific businesses the caller can focus on the job that he or she wants and get information about openings in that field. This procedure is low cost in terms of energy, time, and money, and yields a high information return. Furthermore, the caller can get information without being under pressure to present him/herself well or completely.

Suggested Remarks

"Most people don't realize that the yellow pages of the telephone book are also a list of potential employers. You can use them just like the want ads to get information and turn up job leads.

Think of the headings that might include the type of work you want and locate those businesses. Try different headings.

You can call on the phone to find out if there are job openings. It's easy, fast, and doesn't cost much.

You don't have to give much information about yourself, but you can get a lot of information back. Also, if you turn up an opening, you might not be competing with other people for the job.

Everybody can make some phone calls here, so we can talk about what you found out and what to do next.

When you get an answer, state your name and the kind of work you are interested in and ask to be connected with the appropriate person. If they have an opening, ask for an interview appointment. If there are no openings, ask if any are expected in the future.

If there are no openings and none are expected, ask if the person knows of any opening with other firms, or if he or she has any suggestions about who else might be contacted. If other contacts are suggested, ask if you can use the name of the person you are speaking to as a referral source."

In using the telephone, participants are cautioned that they may get many misses before they hit, but when a hit is scored the probability is much greater that they are not competing with many other applicants. One workshop participant got a job on his first phone call because he was able to make it clear that he had relevant experience and understood the job.

Each participant is asked to make at least one phone call. The choice of whom to call can be arrived at in discussion. Some clients may need the moral support or coaching of the leader at their side as they call, while others may be self-conscious and prefer to be alone. Some may be virtually unable to talk on the phone. In that case, it is important for the leader to review specifically what they will ask and to give them concrete things to say. For example, one workshop client initially could not say more than "hello," and would instantly hang up with relief if she got a busy signal. However, with practice, she was gradually able to ask questions.

After each call, there is discussion about what happened, with reinforcement for positive behavior. Suggestions for alternative ways of handling given situations can be made and the caller can try again if s/he is ready.

The payoff from using the telephone in job seeking has been illustrated dramatically a number of times in the workshops. Many clients assumed certain things about working conditions, job availability, or their qualifications, but learned on the phone that their assumptions were not accurate. One woman, for example, had ruled out the possibility of starting as a day care substitute teacher because she lacked the license that was required

where she had previously lived. When she made a telephone inquiry, this client discovered that there was an immediate need for teachers, with no licensing requirement.

Another client had been a printer but thought he would have to pay a large sum in back union dues to resume his trade. One call to the union revealed that he did not have to pay more than a small reinstatement fee, and he was working as a printer the following week.

Another man was interested in becoming a draftsman. He called an engineering firm and spent half an hour talking with a chatty employee who gave him a great deal of information about positions in the drafting field and how to get them.

In addition to the sources of job leads discussed above, the workshop staff should develop a resource guide to employment (and related) services. Such a guide might list the name, address, telephone number, services offered, and eligibility requirements for various agencies in the community that provide employment assistance, vocational training, and allied services. (See appendix F for an outline for developing such a resource guide.)

7. FINAL INTERVIEWS
Time Allotted: 2-3 Hours

Comments to Leader

The interviews are gradually made more difficult and stressful with more focus, detail, and practice on specific appropriate and effective behaviors. The participants themselves may bring up situations that are particularly difficult, such as when the interviewer is bored, distracted, or frequently interrupted by phone calls or coworkers. These situations are then played out with the help of others in the workshop and the interviewee can practice returning the focus of the interview to him/herself and his/her strong points, then view it on videotape, critique it, and try again.

As part of this effort to gradually increase the complexity, realism, and successful outcome of the interviews, the participants are asked to take turns playing the role of interviewer, after there has been sufficient development of "the rap." They enjoy playing this role and can do it "with a vengeance," introducing a great deal of realism from their own experience with cold, indifferent, or hostile interviewers. This role also gives them a better opportunity to appreciate the demands on the interviewer. They often get very good at being distracted or trying to give someone the brush-off. In one working session the client-interviewer was pressuring the interviewee by saying, "We only have janitorial work." When the interviewee responded that he was not interested in that type of work, the interviewer shot

back, "Do you think you're too good for janitorial work? You ever heard the saying, 'you have to crawl before you walk'?" The interviewee calmly pointed out that he was looking for a position with some room to develop and advance. If this exchange had taken place at the beginning of the workshop, the response undoubtedly would have been quite different!

Suggested Remarks

> "Now, let's do the best interview you can do. You will be asked some difficult questions, maybe about criminal convictions or why you left previous jobs. Stay relaxed and confident and direct the interview where you want it to go. Ask questions and be interested in the job. Look at the person interviewing you, shake hands firmly, show that you're ready to work, and convince that person that you should be hired."
>
> To the client interviewer:
>
> "Try to get the interview over in a hurry or ask very difficult questions. Make the other person really have to convince you that s/he should get the job. Also, see what it's like to have to ask questions. Think about why you would or wouldn't decide to hire someone."

Clients are encouraged and reinforced by the leader whenever possible, but often other participants are the first to be supportive. Spontaneous applause may occur at the completion of an interview when someone has presented him/herself well, was not "blown away" by the interviewer, has closed firmly, and has a concrete commitment from the interviewer about the next contact.

8. CLOSING SUMMARY

The workshop ends with a brief summary, the objective of which is to reinforce the skills that have been developed, to instill a further measure of confidence, and to provide closure to the workshop experience.

The participants tend to feel this need for closure and sometimes even suggest a "graduation" ceremony themselves. The "commencement address" allows them to pat themselves on the back, recognize that they have completed a task, and reinforce their active job search.

The leader can briefly review what has been learned in the workshop and specifically point to skills that individuals have developed, reemphasizing improvement in problem areas. It may be appropriate to replay brief segments of first and last interviews to illustrate dramatic changes, to recall particularly successful

interview segments or telephone conversations, or to compare initial and final job applications.

A brief discussion of appropriate or potential next steps for each person can be helpful. Clients are encouraged to act while the activities of the workshop are still fresh in their minds and their skills are at their peak, i.e., to "strike while the iron is hot," since some confidence and polish may be lost if these skills are not put into practice right away. On this note, the workshop is concluded.

Suggested Remarks

> "You all have been through the steps that you must take to get a job. You're looking for job leads through friends and family and in the want ads and telephone book. You know how to make a telephone call to get more information or to make an appointment. You know how to fill out a job application that makes a good first impression. You know what to say in an interview and how to explain problem areas. You also know what not to do and you have the confidence of knowing what to expect. You're way ahead of job seekers who haven't had a chance to practice.
>
> Everybody has worked hard at learning how to get a job. And getting a job is a job itself. Stay at it and use what you've learned and you will get better each time you apply for a job. Don't get discouraged if you don't get a job right away. Just keep improving your skills. But remember, now is the best time to act. Good luck!"

FOLLOWUP

It would potentially be very helpful if the leader were available to follow through and reinforce activities that had taken place in the workshop, especially in the two or three weeks immediately following the workshop.

Planned booster sessions may be scheduled to review and assess the job seekers' efforts and progress in the time that has passed. Hopefully, though, some clients will have found jobs in that time. An alternative and perhaps more efficient strategy would be for the leader to inform clients at the end of the workshop that s/he will be available for further help if the client feels it is needed. This approach leaves it to the client to initiate the contact if s/he is having difficulty or needs additional help or support. A combination of both approaches is encouraged and probably would be ideal.

At the followup meetings, the leader can inquire about what has happened in the job-search process. The leader can make suggestions for dealing with specific difficulties and even try them out in an abbreviated role play.

If the job seeker has simply been unsuccessful in his/her search, the main activity of the followup contact may just be a pep talk in which the client is encouraged to keep trying. The leader may point out that the job-seeking process takes time but that if one stays active it will pay off eventually; that as long as an effort is being made, the person will learn something and gain familiarity and confidence each time s/he contacts a potential employer or source of information; and that as a client's experience grows, his/her performance will improve and anxieties lessen.

The leader may also be able to suggest other agencies or resources that would be helpful in the job search and able to provide other sources of job leads or even suggest specific job openings.

APPENDICES

A. Information Sheet for Clinic Staff

B. Sample Client Recruitment Materials

   Poster

   Leaflet

   Handout

C. Sample Client History Questionnaire

D. Sample Client Consent Form

E. Sample Job Application

F. Outline for Development of a Resource Guide to Employment and Related Services

APPENDIX A

Information Sheet for Clinic Staff

JOB SEEKERS' WORKSHOP

Many of our clients are interested in job help. We are organizing a JOB SEEKERS' WORKSHOP that will be held on _____ (days) from _(time)_ to _____ . It is open to all unemployed clients who are interested in finding a job.

In the workshop we will practice job interviews on videotape and use instant replays to help clients develop their interview skills. They will gain experience answering difficult questions and learn to become relaxed and confident in an interview. Special attention will be paid to problem areas such as previous work history, drug use, and criminal convictions. We will also go over job applications, develop some job leads, and make telephone calls to employers. Everyone will get personal attention regarding job needs and appropriate goals.

The workshop approach has proven to be an effective method for helping drug treatment clients to become employed.

Please let your clients know about the workshop. If they are interested or have questions, please see _____ (name).

Thank you

APPENDIX B

Sample Client Recruitment Materials:

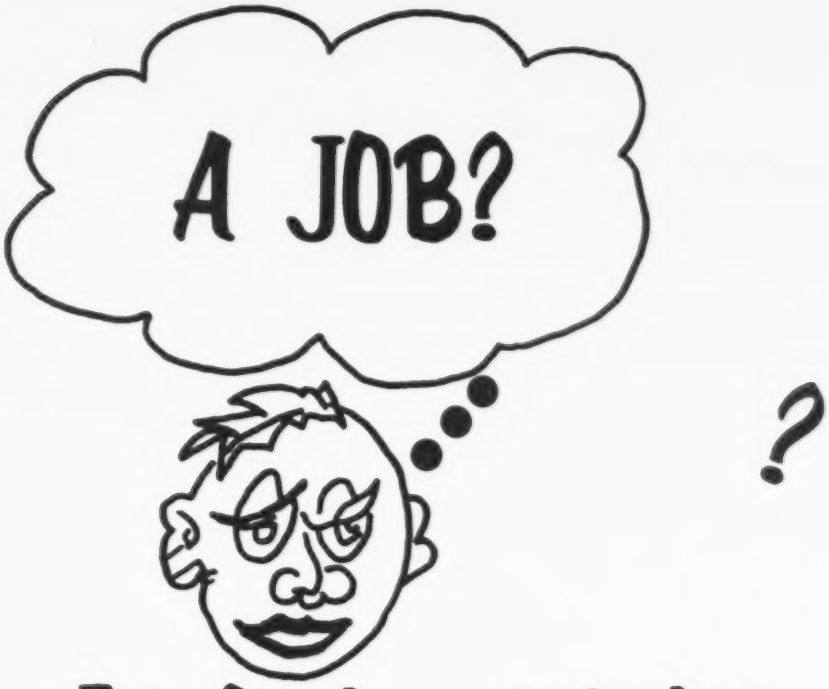
Poster

Leaflet

Handout

Poster

THINKING ABOUT



?

The Job Seekers' Workshop Can Help...

FIND OUT: How to find the job you want!

What to say to an employer!

How to answer tough questions!

How to relax in an interview!

How to fill out job applications so they work for you!

THINKING ABOUT
A JOB?

THE JOB SEEKERS'
WORKSHOP CAN HELP!

FIND OUT:

--How to find the job you want!

--How to answer tough questions!

--How to be more confident and relaxed in an interview!

--How to fill out job applications so they work for you!

--How to use the telephone to get information about jobs!

The JOB SEEKERS' WORKSHOP can help you learn how to find a job.

YOU CAN LEARN:

How to do your best job interview--see yourself on live TV with instant replay!

Do you know what the questions are that most employers ask? You can practice answering them and be more confident, more relaxed. You can make sure you have your rap together before you talk to the person who decides who gets the job!

Find out how to fill out job applications so you look your best.

Find out how to develop your own job leads via newspapers, friends, and on the phone.

How good an impression you make is an important part of getting a job even if you have a prison record, a poor work record, or other difficulties in your past.

LOOKING FOR A
JOB?

LOOK INTO....

THE
JOB SEEKERS'
WORKSHOP

University of California
San Francisco

(Recruitment Handout)

LOOKING FOR A JOB?

THE JOB SEEKERS' WORKSHOP

The workshop will help you learn how to find and get a job.

YOU CAN LEARN:

* How to do your best job interview -- you will see yourself on live TV with instant replay! Do you know what the questions are that most people ask? You can practice answering them and be more confident, more comfortable. You can make sure you have your rap together before you talk to the people who decide who gets the job.

* How to relax and be yourself in a job interview

* How to fill out job applications so you look good

* How to find job leads, how to call employers on the phone, etc.

How good an impression you make in a job interview, on job applications, and on the telephone is an important part of getting a job, even if you have a prison record, poor job history, or history of drug abuse.

The workshop will last 5 days, from 10:00 a.m. to 3:00 p.m. each day (lunch included).

APPENDIX C

Sample Client History Questionnaire

We need information about your past schooling and jobs to help determine the background of people enrolled in our workshop. Please help us by completing this questionnaire. Your participation is totally voluntary, and you do not have to answer any question that you would prefer to leave blank.

Name:_____ Age:_____

Address:_____ Telephone: _____

_____

Is there any other telephone number where we can leave a message?

Telephone:_____

Type of work desired:_____

Please circle the number of years of schooling you have completed:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Did you graduate from high school? Yes_____ No_____

If so, did you earn a General Education Diploma (GED)?
Yes_____ No_____

Please describe below any additional education or training you have had:

Dates	Description of Training of Education	Diploma/ Certificate

Do you have any health problems? Yes_____ No_____

If yes, explain briefly:

(cont.)

Are you currently on probation? Yes_____ No_____

Are you currently on parole? Yes_____ No_____

When did your probation or parole start? _____/_____
Month Year

Are you participating in any treatment program? Yes____ No____

If yes, which ones? _____

_____

Below, please list the jobs you have held in the past five years, beginning with the most recent job and ending with the job you held five years ago. Please indicate the dates you worked on the job, your approximate salary, a brief description of the job, and your reason for leaving that job.

Job title or description:_____ Salary_____

Starting date:_____ Ending date:_____

Total number of years/months:_____

Reason for leaving:_____

Job title or description:_____ Salary_____

Starting date:_____ Ending date:_____

Total number of years/months:_____

Reason for leaving:_____

Job title or description:_____ Salary_____

Starting date:_____ Ending date:_____

Total number of years/months:_____

Reason for leaving:_____

(cont.)

Job title or description:_____ Salary_____

Starting date:_____ Ending date:_____

Total number of years/months:_____

Reason for leaving:_____

How many jobs have you held in the past five years?_____

When did your last job end?_____/_____
Month Year

What did you <u>like</u> about the jobs you have had before?

What did you <u>dislike</u> about the jobs you have had before?

APPENDIX D

Sample Client Consent Form

CONSENT FORM

I give my consent to be videotaped as part of my participation in the JOB SEEKERS' WORKSHOP. I understand that no videotapes in which I appear will be shown to anyone outside the workshop without my written permission.

Date:_____ Signed:_____

APPENDIX E

Sample Job Application

APPLICATION FOR EMPLOYMENT

APPLICANT: ANSWER ALL QUESTIONS
PLEASE PRINT OR TYPE

NAME (Last) First (M.I.) 1		SOCIAL SECURITY # 2	DATE OF APPLICATION 14
PRESENT ADDRESS (Street, City, State, Zip Code)		TELEPHONE (Day)	TELEPHONE (Evening)
Address where you may be contacted if different from above		Alternate Telephone – Day	Alternate Telephone – Evening
Have you ever worked for [redacted]? ☐No ☐Yes	If yes, give dates of employment: [redacted]	Department	Position
Do you have relatives employed at [redacted]? ☐No ☐Yes	If yes, give name [redacted]	Department	Relationship
List any other names you have used when employed		If hired can you furnish proof of age? ☐No ☐Yes	Are you a veteran? ☐No ☐Yes
In case of emergency call: (Name & Telephone No.)		Have you ever been convicted of any offense other than a minor traffic violation? ☐No ☐Yes	

POSITION

Type of position desired – First choice		Second choice	Minimum acceptable salary 9
Date available for work	Check type(s) of employment you are seeking: ☐Full-time ☐Part-time ☐Permanent ☐Temporary	Indicate shifts desired: ☐Any ☐Afternoon/Evening ☐Other (specify) ☐Day ☐Night	
WPM Typewriter: Manual / Electric	WPM Shorthand	Knowledge of medical terminology ☐No ☐Yes	If you are not a U.S. citizen, do you have the legal right to remain and work permanently in the U.S.? ☐No ☐Yes Do you intend to stay in the U.S.? ☐No ☐Yes
Office machines or technical equipment you can operate		Language Skills: Speak / Read / Write	

List any volunteer non-paid experience which may be important in considering your qualifications. It is not necessary to list experience which may reveal your race, religion, color, national origin or ancestry.

Membership in professional organizations, associations, and/or honors, licenses and publications you consider significant. Indicate the professional license number, state, and expiration date.

(cont.)

EDUCATION

CIRCLE THE HIGHEST YEAR COMPLETED		HIGH SCHOOL 1 2 3 4	TECHNICAL SCHOOL 1 2 3 4				COLLEGE 1 2 3 4		GRADUATE 1 2 3 4 5 6
	NAME OF SCHOOL, CITY AND STATE	Dates Attended		Graduate		Units	Degree or Diploma	Major & Minor Subjects	
		From	To	Yes	No				
HIGH SCHOOL LAST ATTENDED									
COLLEGE UNIVERSITY OR TECHNICAL SCHOOL									
COLLEGE UNIVERSITY OR TECHNICAL SCHOOL									
COLLEGE UNIVERSITY OR TECHNICAL SCHOOL									
COLLEGE UNIVERSITY OR TECHNICAL SCHOOL									
OTHER									

Attending school now?	School Name & Address	Days and Hours	Course of Study

EMPLOYMENT RECORD – LIST MOST RECENT EMPLOYMENT FIRST

Include U.S. Armed Forces experience. Account for periods of unemployment.

Present or most recent employer	Starting Date	Ending Date	Total No. Yrs./Mos.	Hours worked per week

Street Address	Starting Salary	Ending Salary	Present or Final Position Title

City, State, Zip Code	Supervisor's Name and Title	Telephone No.	May we contact this employer? ☐No ☐Yes

Description of job duties

Reason for leaving

(cont.)

Employer	Starting Date	Ending Date	Total No. Yrs./Mos.	Hours worked per week
Street Address	Starting Salary	Ending Salary	Final Position Title	
City, State, Zip Code	Supervisor's Name and Title		Reason for Leaving	

Description of Job Duties

Employer	Starting Date	Ending Date	Total No. Yrs./Mos.	Hours worked per week
Street Address	Starting Salary	Ending Salary	Final Position Title	
City, State, Zip Code	Supervisor's Name and Title		Reason for Leaving	

Description of Job Duties

Employer	Starting Date	Ending Date	Total No. Yrs./Mos.	Hours worked per week
Street Address	Starting Salary	Ending Salary	Final Position Title	
City, State, Zip Code	Supervisor's Name and Title		Reason for Leaving	

Description of Job Duties

I hereby certify that all statements on this application are true and complete to the best of my knowledge. If employed, I understand that my falsification of this record may be considered cause for termination.

SIGNATURE DATE

CONTINUE ON BACK PAGE IF ADDITIONAL SPACE IS REQUIRED

APPENDIX F

An Outline for Developing a Resource Guide
To Employment and Related Services

For each listing

Name of Agency:

Address and Telephone: (May be more than one office)

Services Offered: Job placement, job development, counseling, testing, information and referral, training, on-the-job training.

Eligibility: Age, residency, unemployed or underemployed, disability, low income, minority or other status.

Contact: Name of person to see.

Job Placement Agencies

Employment Development Department or other State employment offices

Affirmative Action Programs

CETA Programs

Private agencies

Temporary employment or casual labor agencies

Hiring halls, union halls

Union apprenticeship programs

Specialized programs, services to specific populations such as minorities or ex-offenders

Vocational Training Agencies

Department of Vocational Rehabilitation or other State offices

Private agencies or foundations

Industry-related training programs

Community colleges

(cont.)

Education Programs

Community colleges

Graduate equivalency diploma programs

Industry or union programs

Reading clinics

Counseling

Career guidance centers

Employment Development Department

Department of Vocational Rehabilitation

Legal Assistance

Employment law centers

Legal Assistance for the poor

Emergency Aid

Department of Social Services

Employment Development Department

Department of Industrial Relations

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